

SPECIAL EDUCATION REPORT TO THE 61ST LEGISLATURE

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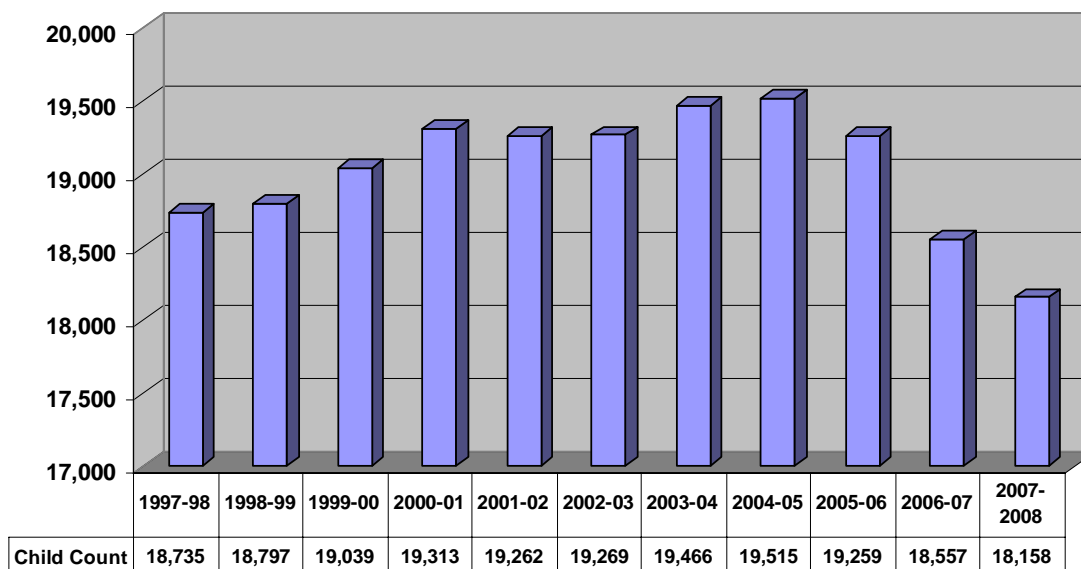
Part 1- Students Served

Special Education Child Count and Student Enrollment

Public schools must make available special education and related services to all IDEA-eligible (Individuals with Disabilities Education Act) students with disabilities beginning at age three and through age 18. Services to students, ages 19, 20, and 21, are permissive. That means the decision to serve 19, 20 and 21-year-old students is determined by the policies of the school district board of trustees [20-5-101(3), Montana Code Annotated (MCA), and Administrative Rules of Montana (ARM) 10.16.3122].

Students with disabilities receive a wide range of services, including specially designed instruction, transition services, assistive technology, and related services such as speech-language therapy, occupational therapy, and physical therapy. Both the type and the extent of services a student receives are individually determined based on the educational needs of the student.

Special Education Child Count Longitudinal Data – Students Ages 3-21



This is a count of students with disabilities who have a valid Individualized Education Program (IEP) in accordance with IDEA and are receiving services indicated on the IEP on the first school day in December. The count includes students who are enrolled in public schools, publicly funded schools, residential treatment facilities that contract with the OPI to provide services to their students who are Montana residents, and students who are in private or home schools and are receiving services from a public school in accordance with a Services Plan.

Source: Child Count Data Files ([Opnlmntprd3/Share/SEDATA/BPE Report/July 2008](#) and [Share/SEDATA/Data Manager/Data ManagerInformation/Child Count](#))

Analysis of the December 1, 2007, Child Count data (term used for the collection of student special education data) shows there was a decrease of 399 students from the previous year with the most significant decreases occurring in the speech-language impairment and learning disabilities categories. Thirty-five percent of the decrease occurred in grades K-3. Districts reported the following reasons for the decrease: implementation of interventions in general education resulting in fewer referrals to special education; student progress reviews that identified students no longer in need of special education instruction and so exited from special education services; and decreases in student enrollment. Analysis of the data also showed a significant decrease in the count of students reported in the disability category of emotional disturbance. Factors affecting the decrease include implementation of positive behavioral supports in general education and the positive effects of the implementation of over 100 Comprehensive School and Community

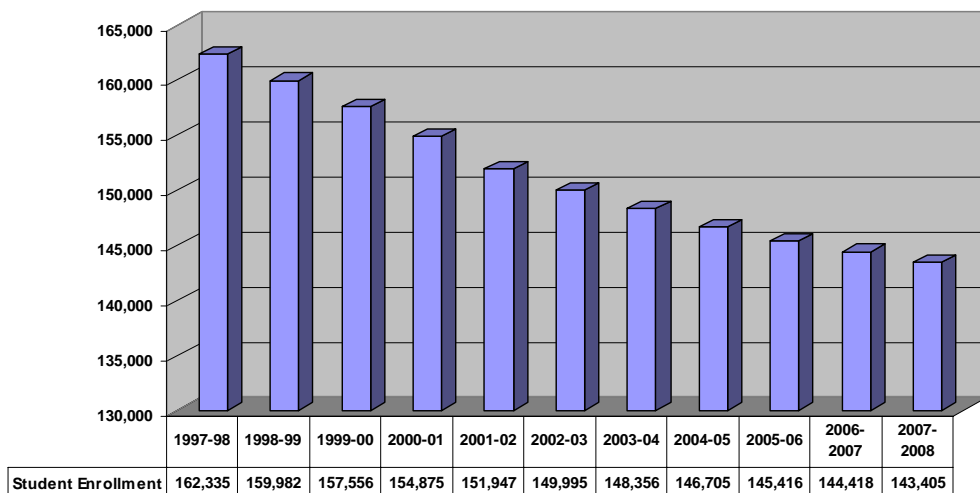
Treatment Services (CSCT) programs in schools across the state. Students are not required to be eligible for special education services to receive CSCT services.

The disability category showing the most significant increase (9.09%) is Autism. This is reflective of what is occurring nationwide. Factors affecting this are the increase in numbers of students previously identified as having Autism and moving into Montana, as well as an increase in knowledge of how to more effectively identify children who meet the criteria for Autism.

Montana's Child Count (term used for the collection of student special education data) grew steadily from 1996 through 2001. From 2001 to present, the count has leveled off.

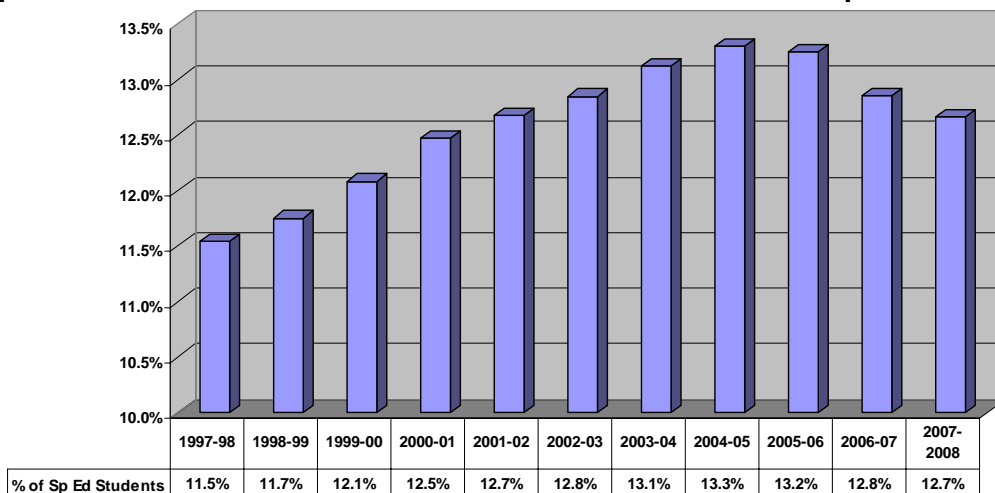
In contrast, Montana's public school enrollment has shown a steady decline since 1996. Because of declining enrollment at the same time special education Child Count has either grown, or in recent years remained steady, the proportion of students served by special education has increased.

Student Enrollment Longitudinal Data Grades Pre-Kindergarten through 12



Source: [Montana Public School Enrollment Data](#), (Published yearly by the OPI)

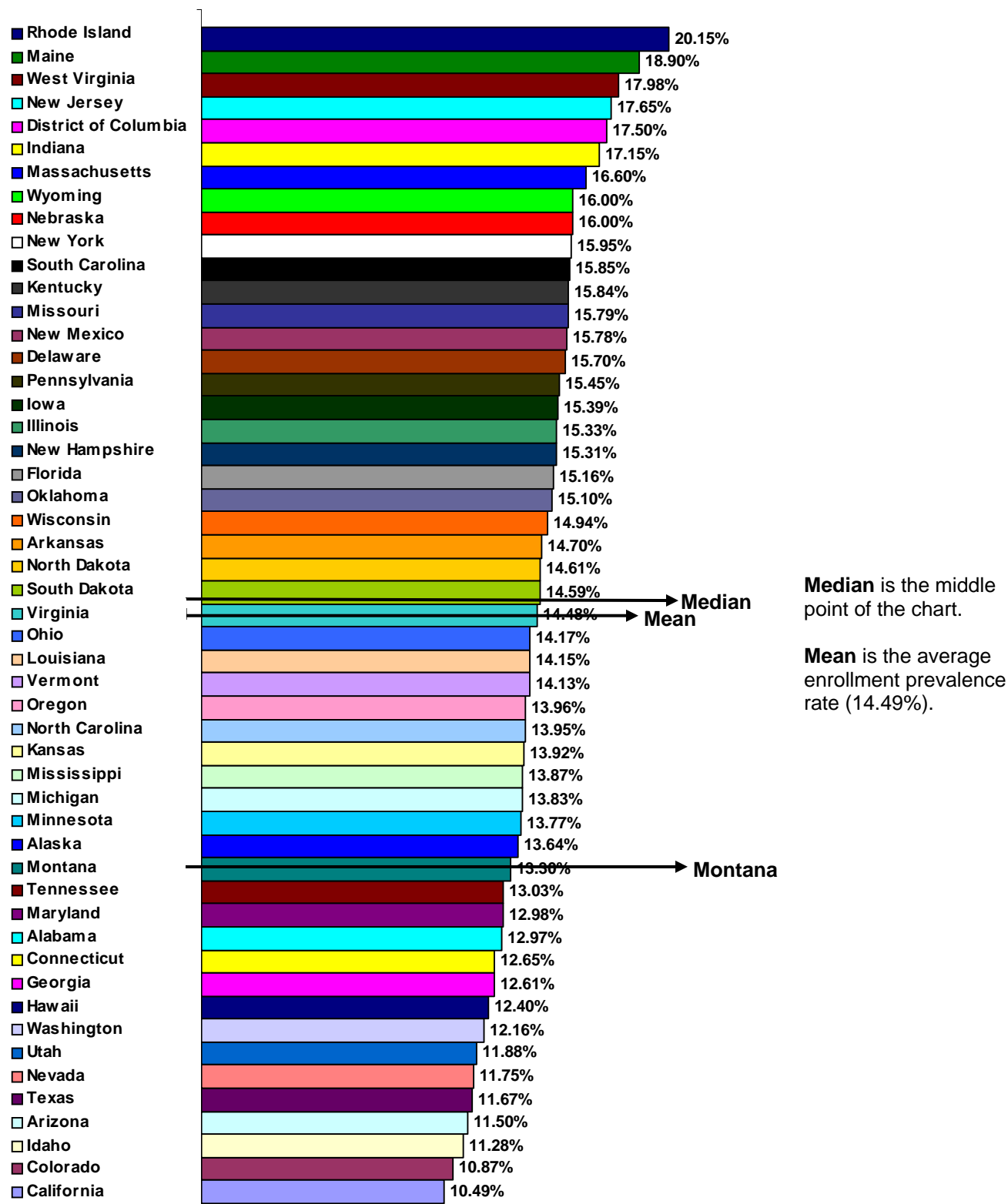
Proportion of All Students Enrolled in Public Schools Who are Special Education



NOTE: Percentage is calculated by dividing the special education student count for the year by the total student enrollment for the same year.

Montana ranks below the mean in the percentage of students served under IDEA according to the Office of Special Education Programs, U.S. Department of Education.

National Enrollment Prevalence of Children Served Under IDEA, Part B, During the 2004-2005 School Year.



Source: U.S. Office of Special Education Programs (IDEAdata.org) Other Data Products/Part B Trend Data Files/Table B1, Number and Percent of Population Served (Ages 3-21), by State: 1977 through 2005.

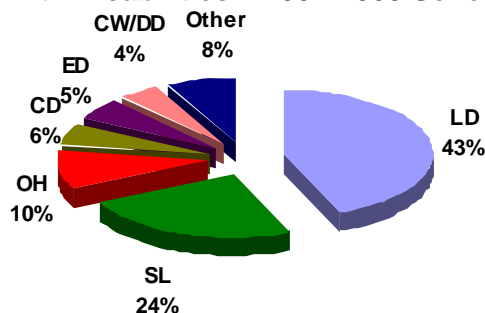
Student Identification by Disability

The categories of Learning Disability and Speech-Language Impairment represent two-thirds of all students receiving special education services (LD=43%; SL=24%). The number of students identified under the categories of Learning Disability and Speech-Language Impairment decreased by 410 and 227 respectively. This decrease is the result of several large districts in Montana implementing general education interventions, including scientifically based instructional programs that reduced the number of students referred for special education.

A U.S. Department of Education, Office of Special Education Programs, policy letter issued in the early 1990s and subsequent federal regulations finalized in March of 1999 listing attention deficit disorder/attention deficit hyperactivity disorder in the definition for Other Health Impairment (OH) have resulted in a dramatic increase in this disability category shortly after the change, but has leveled off in recent years. The number of students in Montana identified as OH grew from 177 students reported in FY '90 to 1,727 students reported in FY '08.

The number of students identified as having Autism (AU) has also increased substantially over the last 10 years. While Autism is considered a low-incidence disability category, the cost to address the needs of a child with Autism is high. In the first year that students were reported under Autism in Montana (FY '92) only two students were reported. Subsequent years have seen steady increase with the most recent count (FY '08) at 442 students reported.

Disabilities by Percentage of Total Number of Students with Disabilities – 2007-2008 School Year



DISABILITY ABBREVIATIONS and Student Count for the 2007-08 School Year

LD	Learning Disability - 7,965
SL	Speech-Language Impairment - 4,307
OH	Other Health Impairment - 1,727
CD	Cognitive Delay - 1,015
ED	Emotional Disturbance - 987
CW/DD	Child with Disabilities/Developmental Delay - 791
Other	Total - 1,366
MD	Multiple Disabilities - 559
AU	Autism - 442
HI	Hearing Impairment - 148
OI	Orthopedic Impairment - 63
TB	Traumatic Brain Injury - 64
VI	Visual Impairment - 57
DE	Deafness - 30
DB	Deaf-Blindness - 3

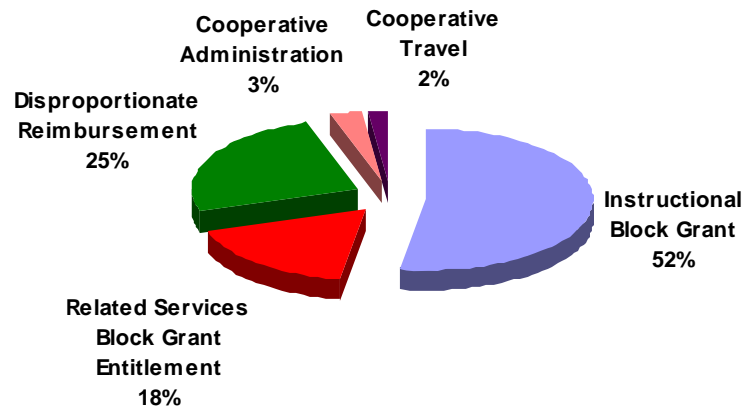
Source: Special Education Child Count conducted on December 1, 2007
Opini\ntprd3\Access\Division\SpecialEducation\SQLCC\tblcc Child Count 2008.

An interesting effect of better identification of students with Autism shows that the total number of students identified with cognitive delay and those with Autism has remained fairly constant over the past several years with a small increase each year. The national concern that the incidence of Autism is increasing may be explained in Montana in part to better diagnostic tools available to educational professionals for an accurate identification of Autism.

Part 2 - Funding

State Special Education Appropriation for 2007-2008 School Year

Montana's special education funding structure distributes state appropriations in accordance with 20-9-321, MCA, based on a combination of school enrollment (not special education child count) and expenditures. Seventy percent of the appropriation is distributed through block grants (instructional block grants and related services block grants), which are based on enrollment. Twenty-five percent is distributed through reimbursement for disproportionate costs, which is based on expenditures. The remaining 5 percent is distributed to special education cooperatives to cover costs related to travel and administration. For FY '08, the Montana Legislature had increased the state special education appropriation by approximately \$1 million. The following represents the breakouts for FY '08.



State Entitlement for 2007-2008 School Year

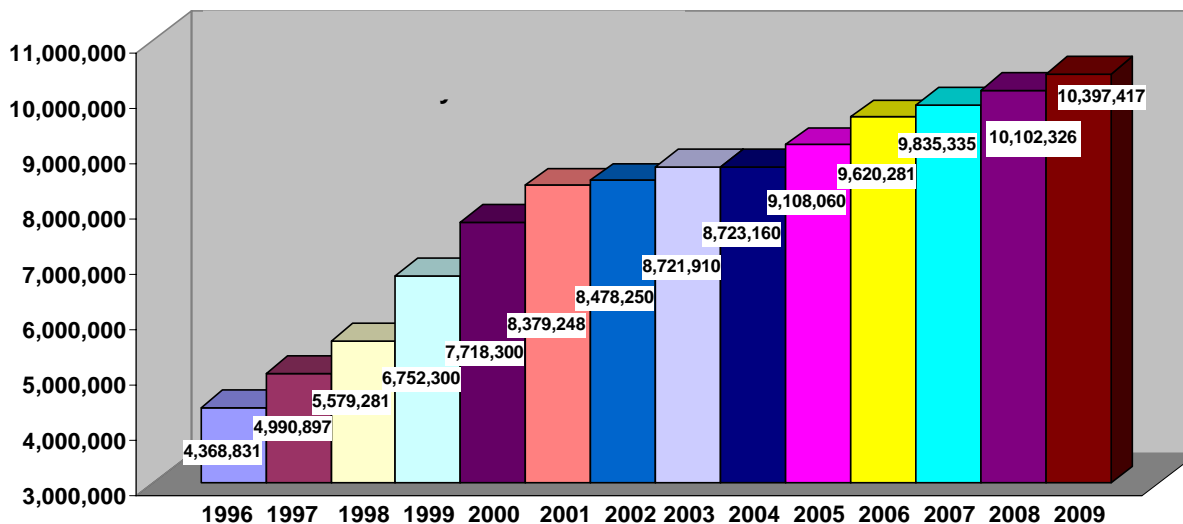
Instructional Block Grant	\$21,225,358
Related Services Block Grant	\$7,074,628
Disproportionate Reimbursement	\$10,102,326
Cooperative Administration	\$1,212,279
Cooperative Travel	\$808,186
TOTAL	\$40,422,777

NOTE: The total payment to schools is less than the total appropriation. A small amount of the appropriation is withheld to compensate for adjustments to ANB. Source: MAEFAIRS Qry Table SpecialEducation Dispro Cost and COOP SPED tables, created 01/2009

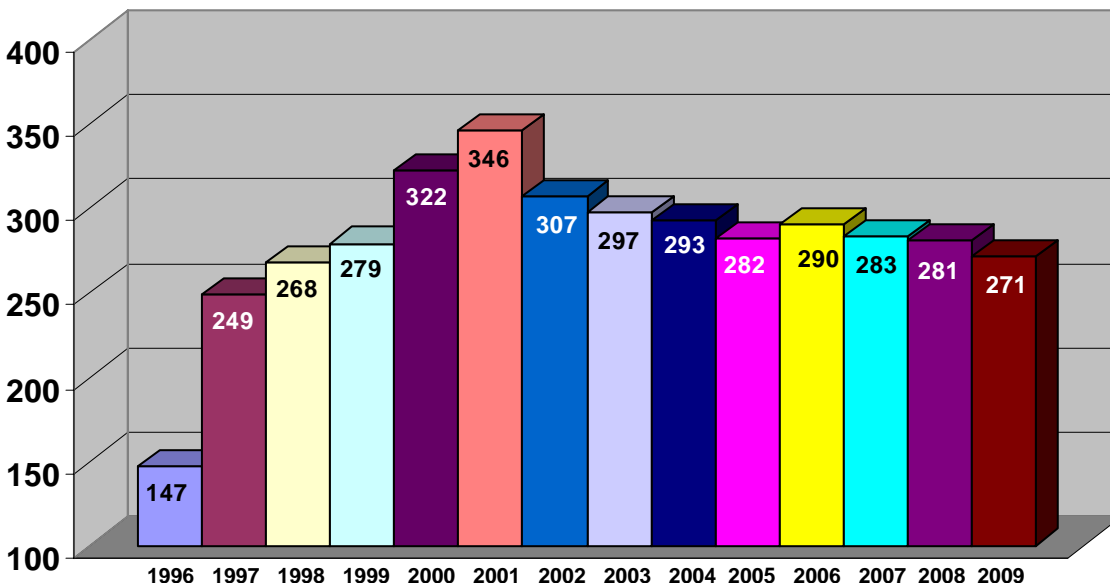
Growth in Reimbursement of Disproportionate Costs

The proportion of the total state appropriation distributed in the form of reimbursement for disproportionate costs grew both in total dollars and in the number of districts receiving reimbursement for disproportionate costs through FY '01. The funding for disproportionate reimbursement was revised in FY '02 to fix the proportion of funds distributed under reimbursement for disproportionate costs and shift funding back to instructional and related services block grants. Today, any increase in funds distributed for purposes of reimbursement of disproportionate costs is due to an increase in overall appropriations for special education.

Total \$ Amount for Disproportionate Reimbursement by Year



Number of School Districts Receiving Reimbursement for Disproportionate Costs

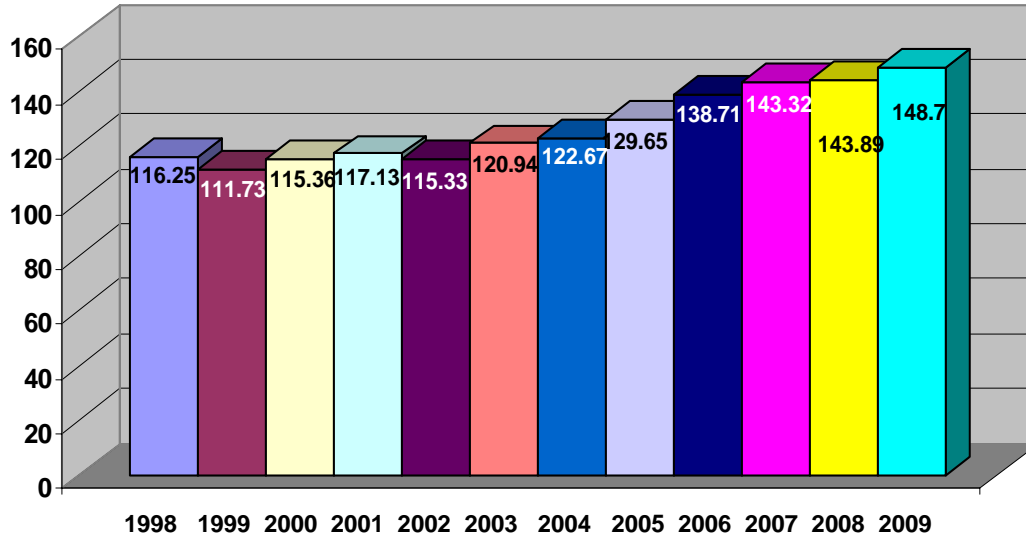


Source: MAEFAIRS Qry Table SpecialEducation Dispro Cost, created 01/2009

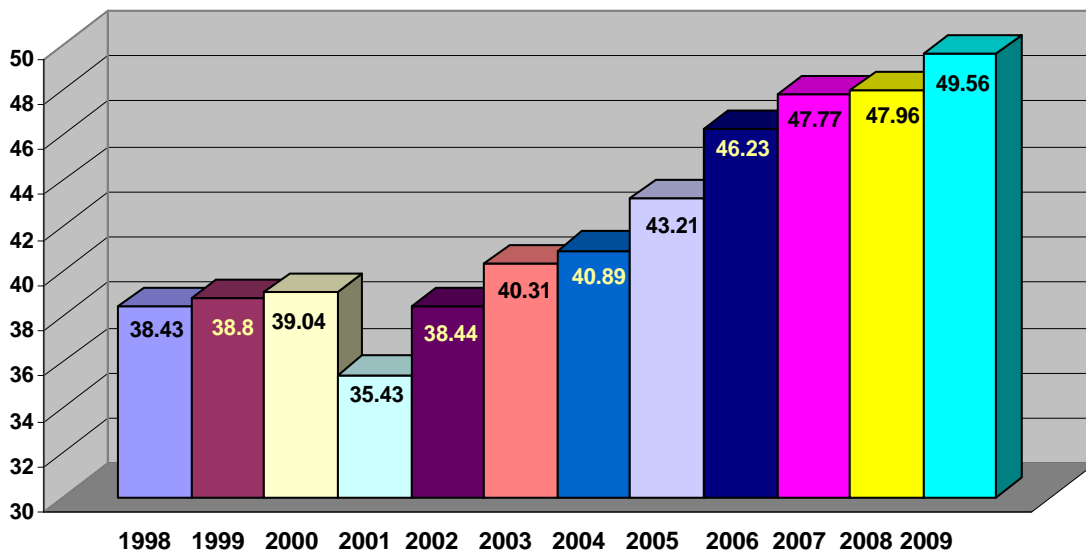
Instructional Block Grants and Related Services Block Grants

With the 25 percent limit on the proportion of funds distributed in the form of reimbursement for disproportionate costs, the block grant rates (per student expenditure) are no longer declining and are instead increasing along with increases in state appropriations. This will benefit both schools and special education cooperatives. State special education cooperatives are significantly affected since they are not eligible for reimbursement for disproportionate costs and the related services block grant is the primary source of funding. This shift is supporting the structure of the funding model's emphasis on block grant distribution of funds.

Instructional Block Grant per Student Allocation



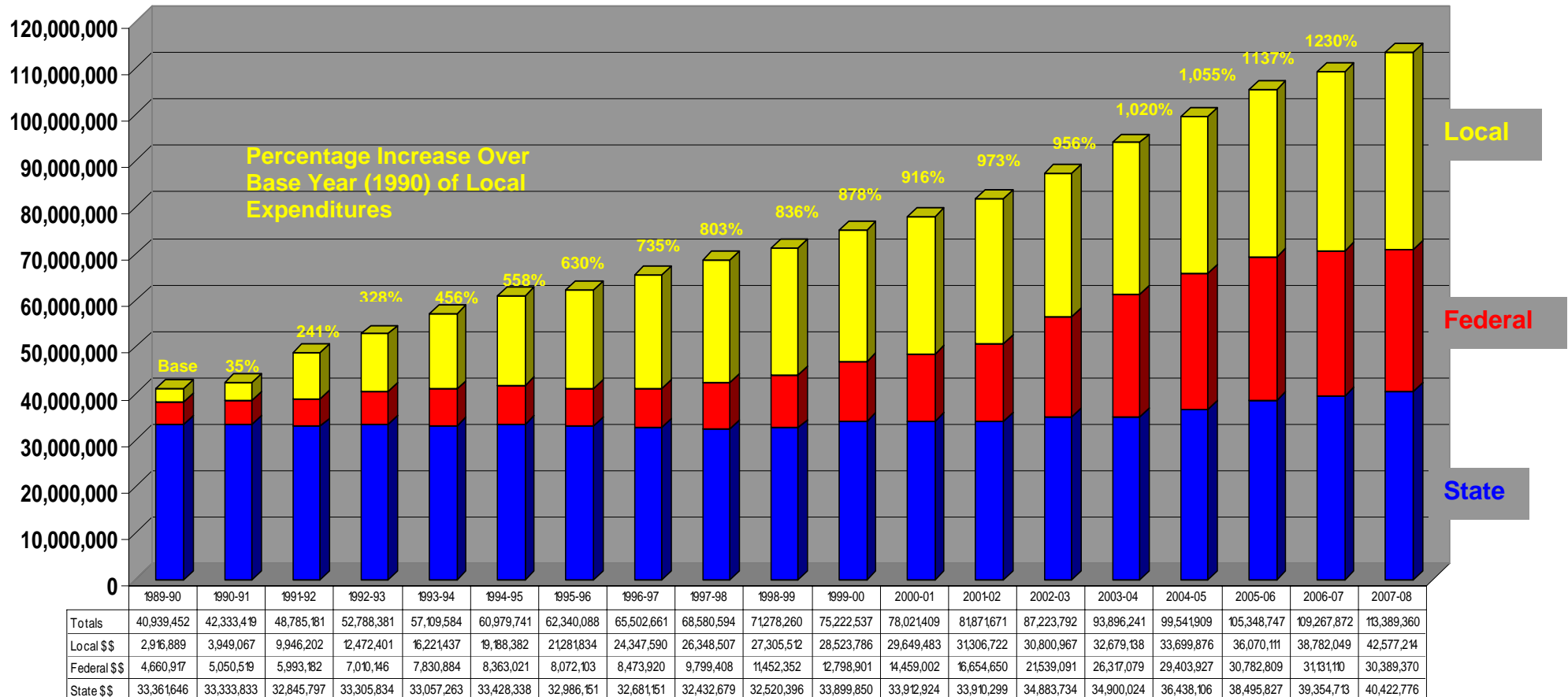
Related Services Block Grant per Student Allocation



Source: Source: GF Budget Spreadsheet, 01/2009

Expenditures of State, Federal, and Local Funds Comparison by Year

Comparison by School Years 1990 - 2008



NOTE: This table may differ from previously released versions. Amounts are changed to reflect adjustments to trustees' financial summaries submitted by school districts.

Source: State - Special education payment amount provided by OPI accounting, which does not include reversion; Federal - Expenditures provided by OPI accounting (SABHRS year-end report); Local - Expenditures from board of trustees' financial summaries for special education allowable costs are reduced by the state payment amount to come up with the local amount.

Federal

The growth in expenditures for special education has become an issue of national significance. On a national level, attention has been focused on the proportion of federal support for special education. The most recent information (November 2005) we have on the federal share of special education costs (national average) is 18.6 percent of the national average per pupil expenditure (Senate Democratic Appropriations Committee). Although this is a greater proportion of the national average per pupil expenditure than in the past, the proportion remains less than one-half the 40 percent level promised by Congress when the special education laws were first passed in the mid 1970s. If Congress were to fund special education at 40 percent of the national average per pupil expenditure, the level of funding would cover between 50 and 60 percent of Montana's special education allowable costs. This is due to relatively lower costs for special education in Montana, and the way the national average per pupil expenditure is calculated.

In Montana, approximately \$113.4 million were spent on special education in FY '08. This is a significant increase from FY '90 when approximately \$41 million of state, federal and local funds were spent on special education. Much of this increase can be attributed to inflation and an increase in the number of students served by special education. In FY '08, approximately \$30.4 million of the \$113.4 million Montana spent on special education came from federal revenue sources (approximately 27 percent).

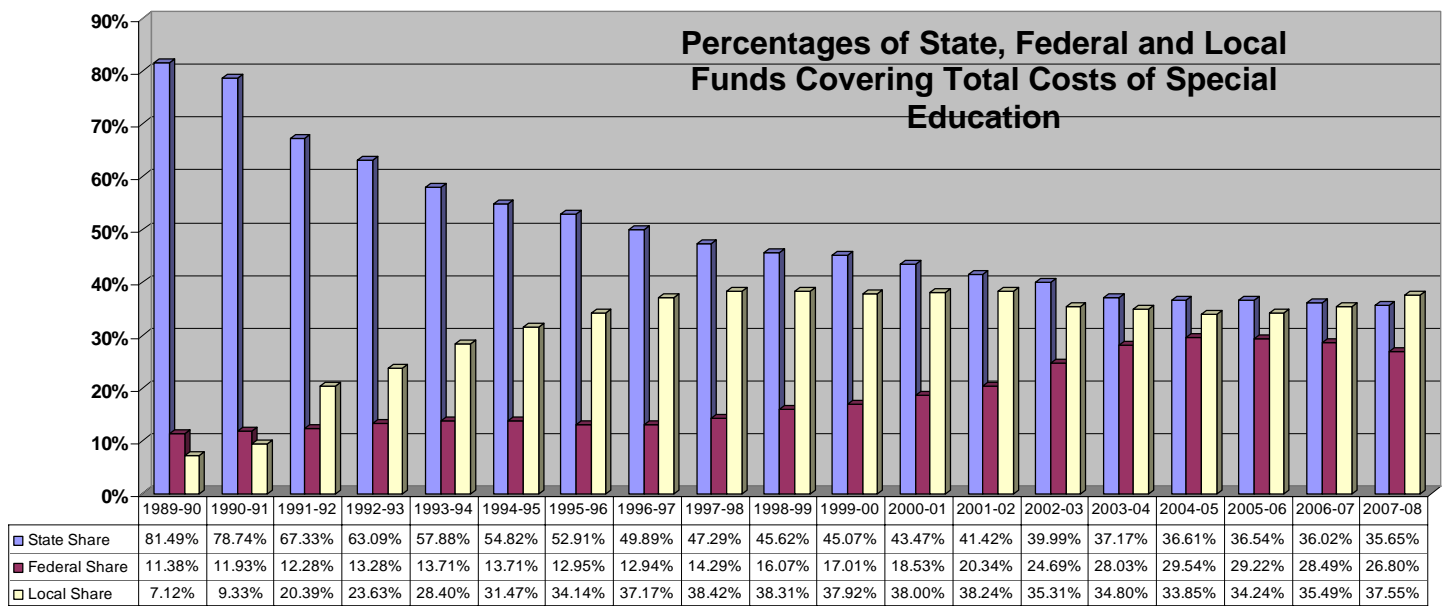
State

State appropriations for special education have fallen far short of the growth in costs. During a period of increased costs, coupled with flat state funding throughout the 1990s, the state share of the total costs of special education has slipped from approximately 81.5 percent in FY '90 to approximately 36 percent in FY '08.

Local

The greatest share of funding for increased costs of special education has come from the local general fund budgets. Local school districts have absorbed the increase in costs of special education by increasing their contribution from approximately \$3 million in FY '90 to approximately \$42.6 million for FY '08. This represents an increase of over 1,100 percent in local district contribution for special education. In FY '03, for the first time since FY '90, the local expenditures for special education funding decreased. This likely occurred because state funding increased slightly (3 percent) and federal funding increased by 29 percent. However, in FY '04, state funding leveled off and local expenditures again saw an increase. In FY '05 and FY '06, state funding increased; however, local expenditures also increased with FY '08, comprising approximately 38 percent of the special education costs in Montana.

For purposes of this discussion, "local funds" means special education expenditures from the district general fund that are above the amount specifically earmarked for special education. The revenue source for these "local funds" includes ANB Funding, guaranteed tax base aid, and local revenues. These "local funds" are generally perceived as local because they are drawn out of the general fund budget and would have otherwise been available for general education. This shift in the allocation of local funds has been a serious concern for schools and parents and has, for a number of years, created an atmosphere of competition for dollars.



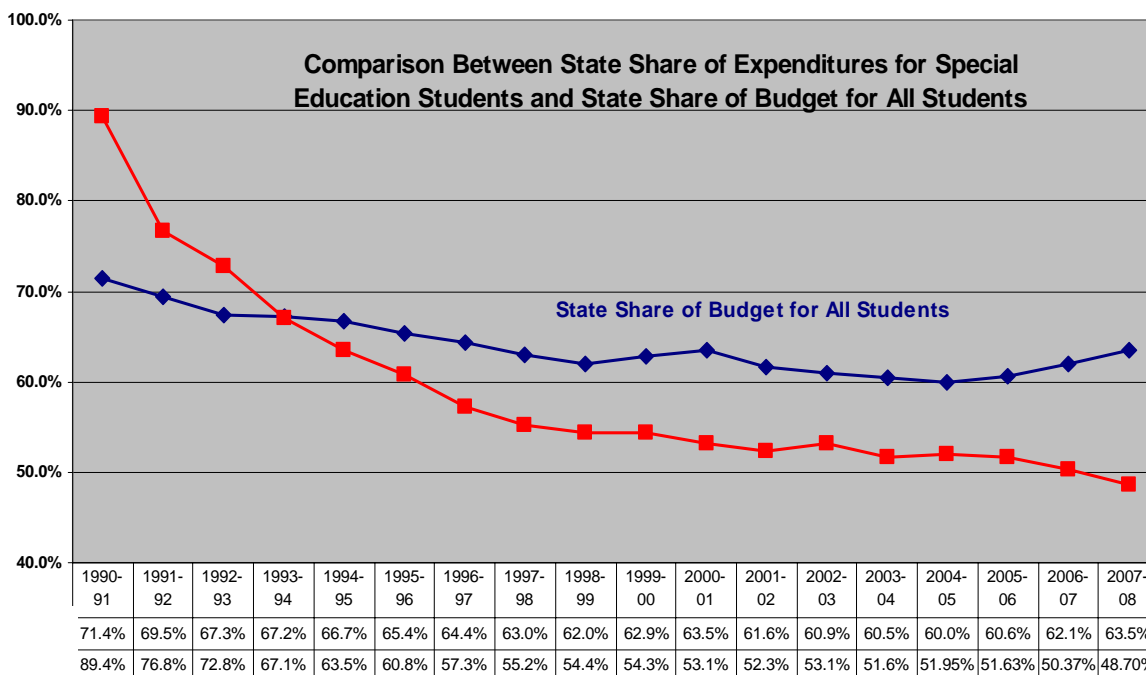
Source: State - Special education payment amount provided by OPI accounting

Over the years, the relative proportion of state, federal, and "local" funds covering the costs of special education has changed dramatically. State funding has remained relatively constant. Since FY '90, local districts have provided sizable increases in their contributions from "local funds." Beginning in FY 2000, federal funds have also increased substantially. As a result, by FY '06 the proportion of special education expenditures from state, federal and "local" funds is nearly equal.

The General Fund

Another way to consider the impact of state funding of special education is to compare the percentage of state support for the school district general fund budget with the percentage of special education expenditures from earmarked state special education funds.

The percentage of special education expenditures in the general fund, coming from earmarked funds for special education, has slipped from approximately 89 percent in FY '91 to approximately 49 percent in FY '08. In the meantime, the state support of the general fund budget for all students has slipped from approximately 71 percent in FY '91 to approximately 63.5 percent in FY '08. At one time, the state share of special education general fund expenditures was 18 percent higher than the state share of the general fund budget for general education. By FY '08, the state share of special education expenditures was 14.5 percent lower than the state share of the general fund budget for general education.



Source: State - Special education payment amount provided by OPI accounting

This chart is provided for the purpose of illustration. The comparison is between special education expenditures for special education students and general fund budgets for all students.

The portion of the budget for all students that is not state share is comprised of local revenues (property taxes, non-levy revenues, and reappropriated monies). The portion of the expenditures for special education students refers only to earmarked state appropriations.

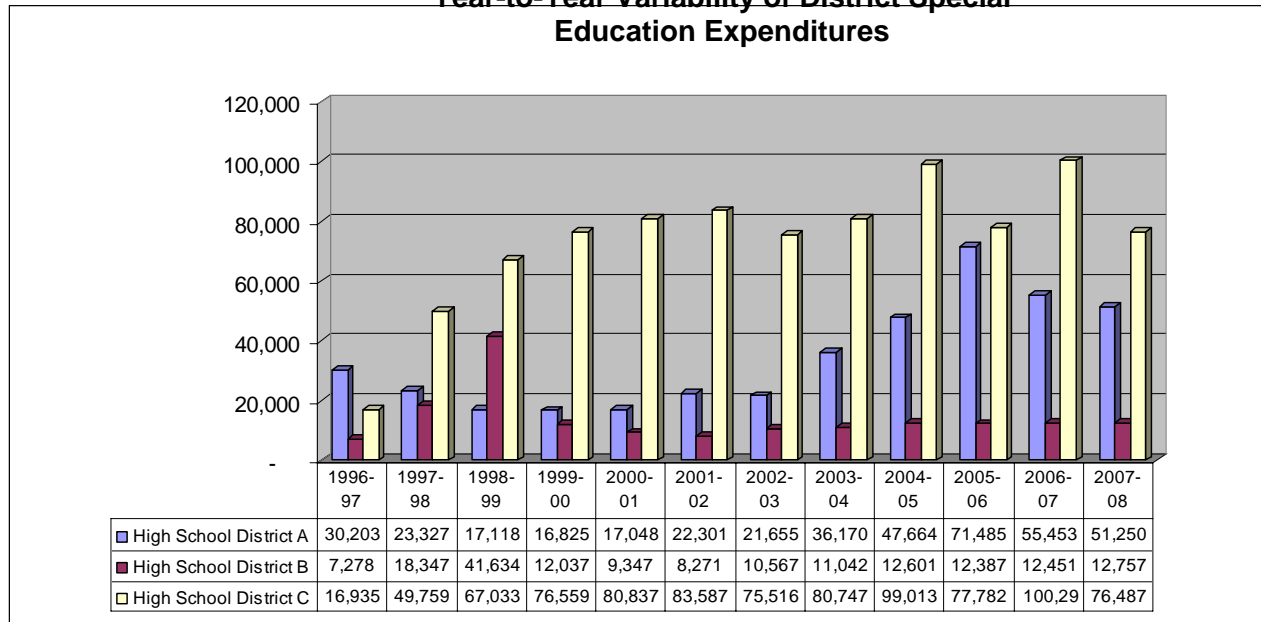
Per Student Expenditure Comparisons at the District Level

The need for public school districts to redirect "local funds" to cover the cost of special education presents a significant challenge to districts. However, another dimension of the challenge public schools face when they budget for special education is the relatively unpredictable nature of special education costs, particularly for small districts.

Significant variation in special education expenditures exists between districts of similar size. Furthermore, significant variation in special education expenditures exists from year-to-year within

the same district. The reasons for this variability are many. Differences in salary for personnel, proportion of students identified as eligible for special education, concentrations of group homes in a community, and the costs of serving students with significant educational needs who enroll and later disenroll are some of the primary factors contributing to the variability.

Year-to-Year Variability of District Special Education Expenditures



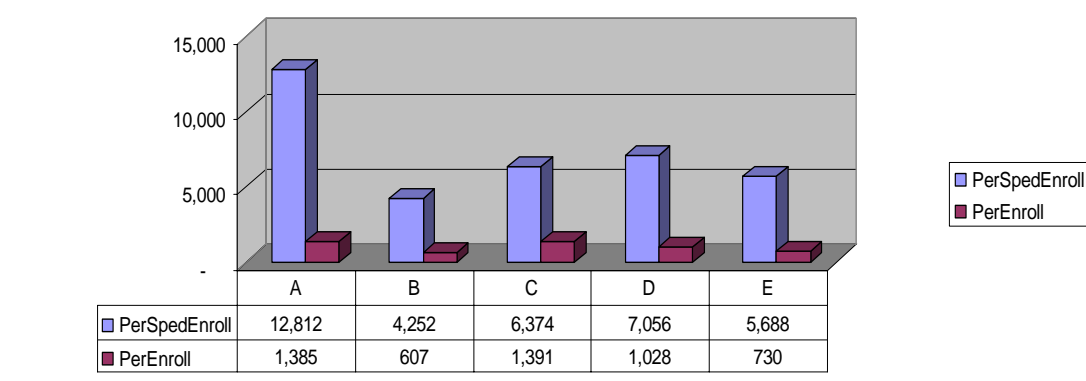
Source: Copy or SpedRequestrJimODec18.xls G://Legis07/Legis07/Sped

The three high school districts were selected for only purposes of illustration, but are good examples of year-to-year variability in expenditures that some districts face when they try to budget for special education. FY '07 enrollment in the three districts were all below 60 students.

House Bill 2 includes language that allows the Office of Public Instruction to distribute funds from the appropriation for in-state treatment to public school districts for the purpose of providing for educational costs of children with significant behavioral or physical needs. This fund can help to mitigate some of the cost variability. However, in FY '07 the OPI received approximately \$2.5 million in requests for approximately \$.5 million in available funds.

In addition to year-to-year variability, significant differences exist between public school districts in the amount they spend on a per-student basis. Variations between districts in expenditures on a per-special-education-student basis is often caused by differences between districts in the number of students with significant needs, differences in salary due to level of education and experience of staff, and differences in programs and service delivery models.

Special Education Expenditures per Student FY 2008



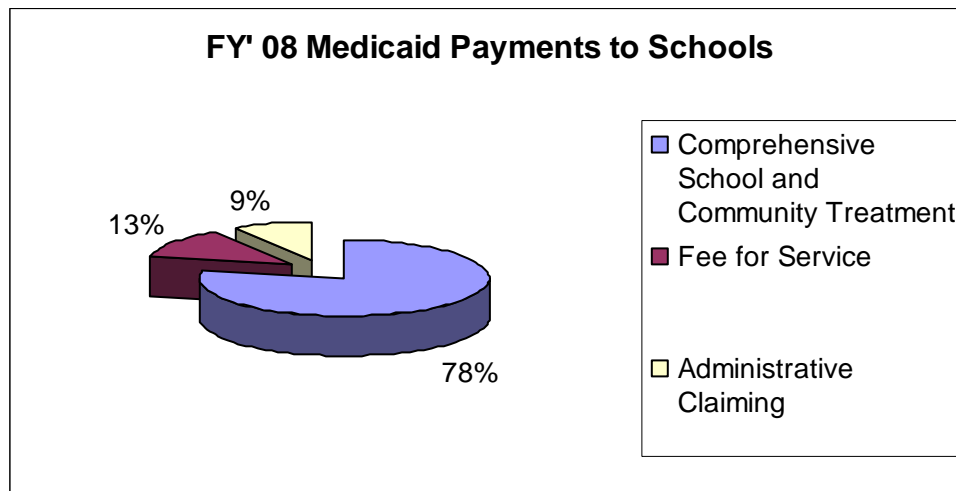
Source: State - Special education payment amount provided by OPI accounting. This graph represents federal and non-federal SPED expenditures excluding tuition payments for district residents placed in another district per Special Education Enrolled Student and Per Enrolled Student, Miscellaneous Program Fund, Impact Aid Fund, and Major Capital Outlay.

The first three districts are the same districts used as an example of the variability in special education expenditures from year-to-year. Districts D and E are large districts with enrollments in excess of 3,500 students. The above districts were selected for purposes of illustration of the variability between districts and are not typical. However, the selected districts serve as a good example of the difference between districts in their special education expenditures per special education student and the difference between districts in their special education expenditures per enrolled student. For example, in FY '08 District A spent approximately \$6,400 more than District C per special education student. On a per enrolled student basis, District C spent approximately \$784 more than District B.

Medicaid

The Office of Public Instruction (OPI) and the Health Resources Division of the Department of Public Health and Human Services (DPHHS) have collaborated on a number of projects that have increased reimbursement to districts for certain special education costs. Additionally, the collaboration has led to an expansion in school-based Mental Health Services. The collaborative efforts were intended to expand Medicaid support of certain medical services provided by schools (e.g., school psychology, transportation, personal care attendants), establish a program for administrative claiming, and reinstate a school-based mental health program known as Comprehensive School and Community Treatment (CSCT).

Revenue to school districts has increased markedly as a result of the multiagency collaborative. Districts only receive the federal share of the Medicaid payment. A certification of match process is used to pay the state share of the Medicaid payment. Therefore, all increases in revenue to districts have come without any increase in cost to the state's general fund.



Source: DPHHS, Health Resources Division

There are three programs that provide Medicaid reimbursement to districts: 1) Fee-for-service provides reimbursement for special education-related services such as speech therapy, occupational therapy, and physical therapy (FY '08 payments to districts totaled \$1,836,876); 2) Administrative claiming compensates school districts for some of the costs associated with administration of school-based health services such as helping to identify and assist families in accessing Medicaid Services and seeking appropriate providers and care (FY '08 payments to districts totaled \$1,261,663); and 3) CSCT services (FY '08 payments to districts totaled \$11,189,039). (Source for data on payments: DPHHS, Health Resources Division)

While fee-for-service and administrative claiming generally provided reimbursement for services already being provided by districts, the CSCT program was an expansion of services. The expansion re-established a school-based mental health program to help schools meet the growing need of serving children with serious emotional disturbance. The CSCT is a comprehensive planned course of treatment provided by Community Mental Health Centers in school and community settings. The CSCT services include: behavioral intervention, crisis intervention, treatment plan coordination, aftercare coordination and individual, group, and family therapy. Individualized treatment plans tailored to the needs of each student are developed by licensed mental health professionals in coordination with school staff.

Serious behavioral problems can significantly interfere with a student's education and the education of others. Community Mental Health Centers working in close cooperation with public school districts increase the likelihood that education and mental health programs are better coordinated. Because mental health professionals are present throughout the school day, they are available to intervene and redirect inappropriate behaviors and to teach appropriate behaviors and social skills at each opportunity. This "real-time" intervention in the "natural setting" promises to have a major impact on improving the effectiveness of children's mental health services and the quality of the educational environment for all children.

In FY '08, 2,188 children received CSCT services from 277 teams of therapists located in approximately 70 cities. (Source for data: DPHHS, Health Resources Division)

Nearly all Medicaid reimbursements to districts for CSCT services are directly paid under contract to Community Mental Health Centers. Districts spend their Medicaid reimbursement from administrative claiming and fee-for-service on a wide variety of educational services.

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Part 3 - Accountability

Montana's State Performance Plan

The *Individuals with Disabilities Education Improvement Act of 2004* requires states to submit a State Performance Plan (Part B – SPP) outlining efforts to implement the requirements and purposes of Part B of the Act, and describes how the state will improve such implementation [20 U.S.C. 1416(b)(1)].

The primary focus of the Performance Plan is based on three key monitoring priorities for the Office of Special Education Programs of the U.S. Department of Education:

1. Provision of a **free appropriate public education (FAPE) in the least restrictive environment (LRE)**;
2. the state exercise of **general supervisory authority**; and
3. **disproportionate representation** of racial/ethnic groups in special education and related services.

Within each of the three monitoring priorities, performance indicators established by the United States Secretary of Education quantify and prioritize outcome indicators for special education. The state uses these 20 performance indicators to establish measurable and rigorous targets with which to assess performance of both local educational agencies and the state over the next six years.

Statistical Methods Used

To ensure statistically sound data when evaluating the school district's or state's progress in meeting its established performance target, a minimum (N) and/or confidence intervals are applied to reduce the effect of small sample sizes on the determination of performance. Results based on small sample sizes have a wider margin of error than those based on large sample sizes. In other words, the larger the sample size, the greater the likelihood that the data are representative of the population and not due to random factors unrelated to student characteristics or educational programs, known as measurement or sampling error. The use of the minimum N and confidence intervals is intended to improve the validity and reliability of target determinations by reducing the risk of falsely identifying the state as having failed to meet the target, based on measurement/sampling error.

An identical statistical analysis is used in this report to evaluate regional progress in meeting the state's established performance targets for each of the five Comprehensive System of Personnel Development regions

CSPD Regional Performance

As part of its improvement activities, the OPI has enlisted the help of Montana's CSPD to develop and provide professional development opportunities related to several of the performance indicators in the State Performance Plan. The purpose of this report is to provide each CSPD region with an evaluation of its performance based on the state's established performance targets. The evaluation will be conducted on the Indicators where CSPD has been identified as a source to provide assistance with state improvement activities and where there are sufficient district data to do the evaluation. These indicators correspond to the performance

indicators evaluated in the District Public Reporting. District performance reports can be accessed using the following link: <http://data.opi.mt.gov/SppDistrictPublicReporting/>

Performance data for each CSPD Region are provided below. Assignment of a specific school district to a CSPD region is based on the counties within the CSPD Region border. Although the format includes data for all regions inviting comparisons, it is recommended that comparisons should be made with caution due to the variability between regions. Each CSPD region is unique in its number of districts and the students they serve.

Indicator 1 – Graduation Rates

The graduation rate for students with disabilities is a status graduation rate in that it utilizes a cohort method to measure the proportion of students who, at some point in time, completed high school. For further information as to the formula used in defining the cohort used in the calculation, please refer to Montana's State Performance Plan at <http://www.opi.mt.gov/SpecEd/index.html>.

The two tables below provide an evaluation of regional performance status (Table 1.2), and state performance status (Table 1.1) related to the State's Performance Target for graduation rates. These evaluations are based on the 2006-2007 school year. In addition, Table 1.1 includes the State Performance Target established for the 2007-2008 school year. State performance on this target will be reported in the 2009 Annual Performance Report due February 1, 2009.

Table 1. 1 Montana Graduation Rates for Students with Disabilities

School Year	Graduate Count for Special Education	School Leaver Cohort Total	Completion Rate for Special Education	SPP Performance Target for FFY 2006	State Performance Status
2006-2007	879	1275	68.9%	69.9%	Met Target
2007-2008				70.0%	

Table 1. 2 Montana Graduation Rates for Students with Disabilities by CSPD Region

CSPD Region	School Year	School Leaver Cohort Total	Graduate Count for Special Education	Region Completion Rate for Special Education	SPP Performance Target	Region Performance Status
Region I	2006-2007	140	93	66.4%	69.9%	Met Target
Region II	2006-2007	261	173	66.3%	69.9%	Met Target
Region III	2006-2007	282	210	74.5%	69.9%	Met Target
Region IV	2006-2007	254	167	65.7%	69.9%	Met Target
Region V	2006-2007	338	236	69.8%	69.9%	Met Target

Indicator 2 – Dropout Rates

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate is calculated by dividing the number of special education dropouts, ages 14-21, by the number of students in special education. The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

The two tables below provide an evaluation of regional performance status (Table 2.2), and state performance status (Table 2.1) related to the State's Performance Target for dropout rates. These evaluations are based on the 2006-2007 school year. In addition, Table 2.1 includes the State Performance Target established for the 2007-2008 school year. State performance on this target will be reported in the 2009 Annual Performance Report due February 1, 2009.

Table 2. 1 Montana Dropout Rates for Students with Disabilities

School Year	Special Education Dropout Count	Special Education Student Count, Ages 14-21	Special Education Dropout Rate	SPP Performance Target for FFY 2006	State Performance Status
2006-2007	352	6320	5.6%	5.8%	Met Target
2007-2008				5.6%	

Table 2. 2 Montana Dropout Rates for Students with Disabilities by CSPD Region

CSPD Region	School Year	Special Education Student Count, Ages 14-21	Dropout Count for Special Education	Region Completion Rate for Special Education	SPP Performance Target	Region Performance Status
Region I	2006-2007	724	44	6.1%	5.8%	Met Target
Region II	2006-2007	1037	88	8.5%	5.8%	Met Target
Region III	2006-2007	1489	70	4.7%	5.8%	Met Target
Region IV	2006-2007	1321	64	4.8%	5.8%	Met Target
Region V	2006-2007	1749	86	4.9%	5.8%	Met Target

Indicator 3 – Statewide Assessments

Indicator 3A – Meeting Montana's AYP Objectives for the Disability Subgroup

Adequate yearly progress (AYP) is measured using Montana's required 3rd-8th, and 10th grade criterion which referenced reading and math test scores, participation, attendance, and graduation rates. Each school's test scores are divided into 10 student groups based on race/ethnicity, economically disadvantaged, students with disabilities, and limited English proficiency. If any of the 10 student groups do not meet any of six AYP measurements, then the entire school or district is labeled as not meeting the federal AYP requirements. Further information regarding adequate yearly progress can be found on the NCLB Report Card found at <http://www.opi.mt.gov/ReportCard/index.html>.

For purposes of the IDEA – Part B State Performance Plan, states are required to report on the number of districts with a minimum N of 40 for the disability subgroup meeting Montana's AYP objectives.

The two tables below provide an evaluation of regional performance (Table 3.2), and state performance (Table 3.1) related to the State's Performance Target for school districts meeting the AYP objectives for the disability subgroup. These evaluations are based on the 2006-2007 school year. In addition, Table 3.1 includes the State Performance Target established for the 2007-2008 school year. State performance on this target will be reported in the 2009 Annual Performance Report due February 1, 2009.

Table 3. 1 Districts Meeting Montana's AYP Objectives for Disability Subgroup

School Year	Number of Districts Meeting Min N for Subgroup	Number of Districts Meeting AYP Objectives	Percent of Districts Meeting AYP Objectives	SPP Performance Target	State Performance Status
2006-2007	56	28	50.0%	39.0%	Met Target
2007-2008				40.4%	

Table 3. 2 Districts Meeting Montana's AYP Objectives for Disability Subgroup by CSPD Region

CSPD Region	School Year	Number of Districts Meeting Min N for Subgroup	Number of Districts Meeting AYP Objectives	Percent of Districts Meeting AYP Objectives	SPP Performance Target	Region Performance Status
Region I	2006-2007	8	5	62.5%	39.0%	Met Target
Region II	2006-2007	7	0	0.0%	39.0%	Did Not Meet Target
Region III	2006-2007	10	6	60.0%	39.0%	Met Target
Region IV	2006-2007	11	7	63.6%	39.0%	Met Target
Region V	2006-2007	20	10	50.0%	39.0%	Met Target

Indicator 3B – Participation Rates

Participation rates are calculated by dividing the number of special education students who participated in the Math assessment plus the number of special education students who participated in the Reading by the number of students in special education in all grades assessed times two. This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt). Note: The state performance target for participation of students with disabilities in assessments for the State Performance Plan under IDEA is not the same as used for the AYP determination.

The two tables below provide an evaluation of regional performance (Table 3.4), and state performance (Table 3.3) related to the State's Performance Target for participation rates of students with disabilities in state assessments. These evaluations are based on the 2006-2007 school year. In addition, Table 3.3 includes the State Performance Target established for the 2007-2008 school year. State performance on this target will be reported in the 2009 Annual Performance Report due February 1, 2009.

Table 3. 3 Participation Rates of Students with Disabilities in State Assessments

School Year	Number of Students with Disabilities - All Grades Assessed	Number of Students with Disabilities - Participation Count	Participation Rate for Students with Disabilities	SPP Performance Target	State Performance Status
2006-2007	19076	18585	97.4%	95.0%	Met Target
2007-2008				95.0%	

Table 3. 4 Participation Rates of Students with Disabilities in State Assessments by CSPD Region

CSPD Region	School Year	Number of Students with Disabilities in Grades Assessed	Number of Students with Disabilities Participating in State Assessment	Percent of Students Participating in State Assessment	SPP Performance Target	Region Performance Status
Region I	2006-2007	2152	2089	97.1%	95.0%	Met Target
Region II	2006-2007	2890	2776	96.1%	95.0%	Met Target
Region III	2006-2007	4170	4096	98.2%	95.0%	Met Target
Region IV	2006-2007	4330	4210	97.2%	95.0%	Met Target
Region V	2006-2007	5534	5414	97.8%	95.0%	Met Target

Indicator 3C – Proficiency Rates

Proficiency rates are calculated by dividing the number of special education students scoring Proficient or Advanced in the Math assessment plus the number of special education students scoring Proficient or Advanced in the Reading assessment by the number of students in all grades assessed times two. This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

The two tables below provide an evaluation of regional performance (Table 3.6), and state performance (Table 3.5) related to the State's Performance Target for proficiency rates of students with disabilities on state assessments. These evaluations are based on the 2006-2007 school year. In addition, Table 3.5 includes the State Performance Target established for the 2007-2008 school year. State performance on this target will be reported in the 2009 Annual Performance Report due February 1, 2009.

Table 3. 5 Proficiency Rates of Students with Disabilities on State Assessments

School Year	Number of Students with Disabilities - All Grades Assessed	Number of Students with Disabilities - Proficient or Above	Performance Rate for Students with Disabilities	SPP Performance Target	State Performance Status
2006-2007	19076	6355	33.3%	32.0%	Met Target
2007-2008				32.0%	

Table 3. 6 Proficiency Rates for Students with Disabilities on State Assessments by CSPD Regions

CSPD Region	School Year	Number of Students with Disabilities - All Grades Assessed	Number of Students with Disabilities - Proficient or Above	Performance Rate for Students with Disabilities	SPP Performance Target	Region Performance Status
Region I	2006-2007	2152	661	30.7%	32.0%	Met Target
Region II	2006-2007	2890	792	27.4%	32.0%	Did Not Meet Target
Region III	2006-2007	4170	1351	32.4%	32.0%	Met Target
Region IV	2006-2007	4330	1561	36.1%	32.0%	Met Target
Region V	2006-2007	5534	1990	36.0%	32.0%	Met Target

Indicator 4 – Suspension and Expulsion Rates

The OPI compares the long-term suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students in order to determine if there is a significant discrepancy occurring with respect to long-term suspension and expulsion rates for students with disabilities. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

A statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .01 level of significance. This means, we are 99 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population; therefore, we can employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students is statistically significant for a specific school district, the school district is identified as having a significant discrepancy in the rates of long-term suspensions and expulsions of students with disabilities for the specific school year.

The two tables below provide a comparison between the long-term suspension and expulsion rates of students with disabilities and the rates of students without disabilities used in the evaluation of significant discrepancy.

Table 4. 1 Montana Long-Term Suspension and Expulsion Rates

School Year	Number of Special Education Students with Long-term Suspension or Expulsion	Special Education Child Count	Special Education Long-term Suspension or Expulsion Rates	Number of Regular Education Students with Long-term Suspension or Expulsion	General Education Enrollment	Regular Education Long-term Suspension and Expulsion Rates
2006-2007	129	16515	0.8%	400	143334	0.3%

Table 4. 2 Montana Long-Term Suspension and Expulsion Rates By CSPD Region

CSPD Region	School Year	Number of Special Education Students with Long-term Suspension or Expulsion	Special Education Child Count	Special Education Long-term Suspension or Expulsion Rates	Number of Regular Education Students with Long-term Suspension or Expulsion	General Education Enrollment	Regular Education Long-term Suspension and Expulsion Rates
Region I	2006-2007	28	1886	1.5%	69	13422	0.5%
Region II	2006-2007	23	2558	0.9%	102	23092	0.4%
Region III	2006-2007	33	3700	0.9%	63	30820	0.2%
Region IV	2006-2007	14	3538	0.4%	69	34073	0.2%
Region V	2006-2007	31	4834	0.6%	97	41927	0.2%

The IDEA Part B State Performance Indicator and Performance Target address the percent of districts identified as having a significant discrepancy in the rate of long-term suspensions and

expulsions for students with disabilities compared to the rate of long-term suspensions and expulsions of students without disabilities. This is a compliance indicator meaning that the state performance target for every year will be 0 percent of districts will be identified as having significant discrepancy.

The two tables below provide an evaluation of regional performance (Table 4.4) and state performance (Table 4.3) related to the State's Performance Target for the percent of districts identified as having a significant discrepancy in the long-term suspension and expulsion rates of students with disabilities. These evaluations are based on the 2006-2007 school year. In addition, Table 4.3 includes the State Performance Target established for the 2007-2008 school year. State performance on this target will be reported in the 2009 Annual Performance Report due February 1, 2009.

Table 4. 3 State Performance on Long-Term Suspension and Expulsion Rates

School Year	Number of LEAs (a)	Number of LEAs reporting long-term suspension and expulsions for students with disabilities	Number of LEAs identified with significant discrepancy (b)	Percent of LEAs identified with significant discrepancy (b/a) * 100	SPP Performance Target	State Performance Status
2006-2007	425	51	0	0.0%	0.0%	Met Target
2007-2008					0.0%	

Table 4. 4 CSPD Region Performance on Long-Term Suspension and Expulsion Rates

CSPD Region	School Year	Number of LEAs (a)	Number of LEAs reporting long-term suspension and expulsions for students with disabilities	Number of LEAs identified with significant discrepancy (b)	Percent of LEAs identified with significant discrepancy (b/a) * 100	SPP Performance Target	State Performance Status
Region I	2006-2007	91	11	0	0.0%	0.0%	Met Target
Region II	2006-2007	79	9	0	0.0%	0.0%	Met Target
Region III	2006-2007	87	6	0	0.0%	0.0%	Met Target
Region IV	2006-2007	86	6	0	0.0%	0.0%	Met Target
Region V	2006-2007	82	19	0	0.0%	0.0%	Met Target

Indicator 5 – Education Environment

The educational placement count of students with disabilities, ages 6-21, is part of the larger child count data collection that is conducted on December 1 of each year. The IDEA Part B State Performance Plan requires that we report annually on the percent of students with disabilities, ages 6-21, for the following educational placement categories:

- Regular Class: Removed from regular class less than 21 percent of the day.
- Full-time Special Education: Removed from regular class greater than 60 percent of the day.
- Combined Separate Facilities: A roll-up of public/private separate schools, residential placements, and home or hospital settings.

The educational environment rate is calculated by dividing the number of students, ages 6-21, in a particular educational environment by the number of students with disabilities, ages 6-21, in the district.

The two tables below provide an evaluation of regional performance (Table 5.2), and state performance (Table 5.1) related to the State's Performance Targets for the educational placement of students with disabilities. These evaluations are based on the 2006-2007 school year. In addition, Table 5.2 includes the State Performance Target established for the 2007-2008 school year. State performance on this target will be reported in the 2009 Annual Performance Report due February 1, 2009.

Table 5. 1 Montana Educational Placement

SPP Indicator Number	Education Environment	Special Education Setting Count	Educational Placement Percent	2006-2007 SPP Performance Target	State Performance Status	2007-2008 SPP Performance Target
Indicator 5A	Removed from Regular Class < 21% of the day	8147	49.0%	48.5%	Met Target	48.5%
Indicator 5B	Removed from Regular Class > 60% of the day	2031	12.2%	12.5%	Met Target	12.5%
Indicator 5C	Served in Separate Facilities	214	1.3%	1.8%	Met Target	1.7%

Table 5. 2 Montana Education Placement by CSPD Region

CSPD Region	School Year	SPP Indicator Number	Education Environment	Special Education Setting Count	Educational Placement Percent	SPP Performance Target	Region Performance Status
Region I	2006-2007	Indicator 5A	Removed from Regular Class < 21% of the day	869	46.1%	48.5%	Met Target
		Indicator 5B	Removed from Regular Class > 60% of the day	178	9.4%	12.5%	Met Target
		Indicator 5C	Served in Separate Facilities	5	0.3%	1.8%	Met Target
Region II	2006-2007	Indicator 5A	Removed from Regular Class < 21% of the day	1266	49.5%	48.5%	Met Target
		Indicator 5B	Removed from Regular Class > 60% of the day	380	14.9%	12.5%	Met Target
		Indicator 5C	Served in Separate Facilities	8	0.3%	1.8%	Met Target
Region III	2006-2007	Indicator 5A	Removed from Regular Class < 21% of the day	1471	39.8%	48.5%	Did Not Meet Target
		Indicator 5B	Removed from Regular Class > 60% of the day	643	17.4%	12.5%	Met Target
		Indicator 5C	Served in Separate Facilities	61	1.6%	1.8%	Met Target
Region IV	2006-2007	Indicator 5A	Removed from Regular Class < 21% of the day	2052	58.0%	48.5%	Met Target
		Indicator 5B	Removed from Regular Class > 60% of the day	340	9.6%	12.5%	Met Target
		Indicator 5C	Served in Separate Facilities	38	1.1%	1.8%	Met Target
Region V	2006-2007	Indicator 5A	Removed from Regular Class < 21% of the day	2487	51.4%	48.5%	Met Target
		Indicator 5B	Removed from Regular Class > 60% of the day	462	9.6%	12.5%	Met Target
		Indicator 5C	Served in Separate Facilities	38	0.8%	1.8%	Met Target

Indicator 6 – Preschool Settings

Data for this indicator was not reported in the 2008 Annual Performance Report due to revisions in Preschool Setting categories and definitions. Data for the 2007-2008 school year will be reported in the Annual Performance Report due February 1, 2009.

Indicator 7 – Preschool Outcomes

This Indicator is designed to follow a preschool student longitudinally while the student is participating in a preschool program. For purposes of this data collection all children who have an Individualized Education Program (IEP) **AND** are 3, 4, or 5 years of age participate in a preschool program. For reporting in the State Performance Plan and subsequent Annual Performance Reports, there are two sets of data that OPI will collect each year:

1. Entry-level data for preschool students with disabilities reported for the first time on Child Count (initial IEP).
2. Exit-level and progress data for preschool students with disabilities who have reported entry-level data six months prior to exiting.

Preschool outcome data is currently being collected through our annual child count and exiting data collections. However, due to the longitudinal design, baseline data and targets for this indicator will not be reported in the Annual Performance Report until February 1, 2010.

Indicator 8 – Parent Involvement

The OPI employs a sampling methodology to gather data for this indicator that is aligned with the five-year compliance monitoring cycle. Therefore, district performance for this indicator is only reported for districts monitored in the year in which data is being reported.

To report on this indicator, each of the survey respondents received a percent of maximum score based on their responses to the 26 items on the survey. A parent who has a percent of maximum score of 60 percent or above is identified as one who, on average, agrees with each item; as such, the family member is agreeing that the school facilitated their involvement.

The parent involvement rate is calculated by dividing the number of respondent parents who report the school facilitated parent involvement as a means of improving services and results for children with disabilities by the total number of respondent parents of children with disabilities.

The two tables below provide an evaluation of regional performance (Table 8.2), and state performance (Table 8.1) related to the State's Performance Targets for the educational placement of students with disabilities. These evaluations are based on the 2006-2007 school year. In addition, Table 8.1 includes the State Performance Target established for the 2007-2008 school year. State performance on this target will be reported in the 2009 Annual Performance Report due February 1, 2009.

Table 8. 1 Montana Parental Involvement Data

School Year	Number who reported school facilitated their involvement	Total number of parent respondents	Percent who reported school facilitated their involvement	SPP Performance Target	State Performance Status
2006-2007	367	533	68.9%	65.5%	Met Target
2007-2008				65.5%	

Table 8. 2 Montana Parental Involvement Data by CSPD Region

CSPD Region	School Year	Total Number of Parent Respondents	Number who reported school facilitated their involvement	Percent who reported school facilitated their involvement	SPP Performance Target	Region Performance Status
Region I	2006-2007	64	31	48.4%	65.5%	Did Not Meet Target
Region II	2006-2007	16	9	56.3%	65.5%	Did Not Meet Target
Region III	2006-2007	304	202	66.4%	65.5%	Met Target
Region IV	2006-2007	0	0	0.0%	65.5%	Met Target
Region V	2006-2007	151	97	64.2%	65.5%	Did Not Meet Target

NOTE: There were no school districts monitored during the 2006-2007 school year in CSPD Region IV.

Indicator 9 – Disproportionate Representation

This indicator evaluates disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

The OPI employs multiple measures to determine if a school district has disproportionate representation based on inappropriate identification procedures. District performance reported in the Annual Performance Report is whether or not the district is identified as having a disproportionate representation due to inappropriate practices. This is a compliance indicator meaning that the target for each year of the State Performance Plan will be 0 percent of districts have been identified as having disproportionate representation due to inappropriate identification procedures.

First, the OPI conducts a statistical analysis of school district data to identify districts that have a statistically significant difference in identification rates resulting in the determination of disproportionate representation. A school district is determined to have disproportionate representation (either under-representation or over-representation) if, given a minimum N of 10, a district demonstrates a statistically significant difference in the proportion of students with disabilities of a specific racial/ethnic group receiving special education compared to the proportion of students with disabilities in all other racial/ethnic groups receiving special education, within a 99 percent confidence interval.

Second, when the statistical analysis of a school district's data indicates there is disproportionate representation (either under or over), the OPI informs the district of its determination and conducts a review of the district's policies, practices, and procedures to ensure identification is not the result of inappropriate identification.

Table 9. 1 Montana Disproportionate Representation

School Year	Number of LEAs Reviewed (a)	Number of LEAs Identified with Disproportionate Representation Due to Inappropriate Identification Procedures (b)	Percent of LEAs Identified with Disproportionate Representation Due to Inappropriate Identification Procedures % = (b/a)*100	SPP Performance Target	State Performance Status
2006-2007	427	0	0.0%	0.0%	Met Target
2007-2008				0.0%	

Table 9. 2 District Review of Disproportionate Representation by CSPD Region

CSPD Region	School Year	Number of School Districts	Number Identified With Disproportionate Representation	Number Identified with Disproportionate Representation Due to Inappropriate Identification
Region I	2006-2007	91	1	0
Region II	2006-2007	79	0	0
Region III	2006-2007	87	3	0
Region IV	2006-2007	86	0	0
Region V	2006-2007	82	0	0

Although there were several school districts identified as having disproportionate representation of racial/ethnic groups in special education, after a review of policies, practices, and procedures, there were no school districts identified as having disproportionate representation of racial and ethnic groups ***due to inappropriate identification practices***. Therefore, all CSPD Regions have met this state performance target.

The table below provides information on the racial/ethnic group and type of disproportionate representation for the four school districts.

Table 9. 3 Districts Identified with Disproportionate Representation

CSPD Region	School Year	School District	Racial/Ethnic Group	Disproportionate Representation Status
Region I	2006-2007	District A	American Indian/Alaskan Native	Over-Representation
Region III	2006-2007	District B	White, Non-Hispanic	Under-Representation
Region III	2006-2007	District C	White, Non-Hispanic	Under-Representation
Region III	2006-2007	District D	White, Non-Hispanic	Under-Representation

Indicator 10 – Disproportionate Representation - Disability Categories

Evaluation of district performance for this indicator involve the same multiple measures employed for Indicator 9. Again, this indicator is a compliance indicator meaning that the target for each year of the State Performance Plan will be 0 percent of districts have been identified as having disproportionate representation in specific disability categories due to inappropriate identification procedures.

Table 10. 1 Montana Disproportionate Representation in Specific Disability Categories

School Year	Number of LEAs Reviewed (a)	Number of LEAs Identified with Disproportionate Representation Due to Inappropriate Identification Procedures (b)	Percent of LEAs Identified with Disproportionate Representation Due to Inappropriate Identification Procedures % = (b/a) * 100	SPP Performance Target for FFY 2006	State Performance Status
2006-2007	427	0	0.0%	0.0%	Met Target
2007-2008				0.0%	

Table 10. 2 District Identified with Disproportionate Representation-Specific Disabilities

CSPD Region	School Year	Number of School Districts	Number Identified With Disproportionate Representation	Number Identified with Disproportionate Representation Due to Inappropriate Identification
Region I	2006-2007	91	0	0
Region II	2006-2007	79	0	0
Region III	2006-2007	87	0	0
Region IV	2006-2007	86	0	0
Region V	2006-2007	82	0	0

There were no school districts identified as having disproportionate representation of racial and ethnic groups in specific disability categories ***due to inappropriate identification practices***. Therefore, all CSPD Regions have met this state performance target.

Indicator 11 – Child Find

The OPI employs a sampling methodology to gather data for this indicator that is aligned with the five-year compliance monitoring cycle. Therefore, school district performance for this indicator is only reported for districts monitored in the year in which data is being reported. During the compliance monitoring process, the OPI reviews a sample of student records for students who have been initially evaluated for special education services. This review includes a comparison of the date of the school district's receipt of written parent permission for evaluation to the date that the evaluation was completed to ensure that the evaluation was conducted in accord with the 60-day timeline.

The evaluation rate is calculated by dividing the number of reviewed IEPs for students whose eligibility was determined within the 60-day timeline by the total number of reviewed IEPs for students for whom parental consent to evaluate was received.

The table below presents the state's performance data for this indicator that was reported in the Annual Performance Report submitted on February 1, 2008. This is a compliance indicator meaning that the performance target is 100 percent of children, with parental consent to evaluate, will be evaluated within 60 days unless there was an exception to the timeframe in accord with the provisions stated in Sec. 614(a)(1)(C)(ii).

Table 11. 1 Montana Performance Target Status

School Year	Number of Children for whom Parent Consent to Evaluate was Received	Number of Children whose Evaluations were Completed within 60 days	Percent of Children with Parent Consent Evaluated within 60 days	SPP Performance Target for FFY 2006	State Performance Status
2006-2007	260	222	85.4%	100.0%	Did Not Meet Target

The following table presents the region's performance status for the 2006-2007 school year.

Table 11. 2 CSPD Region Performance Target Status

CSPD Region	School Year	Number of Children for whom Parent Consent was Received	Number of Children whose Evaluations were Completed within 60 days	Percent of Children with Parent Consent Evaluated within 60 days	SPP Performance Target	Region Performance Status
Region I	2006-2007	40	39	97.5%	100.0%	Did Not Meet Target
Region II	2006-2007	1	1	100.0%	100.0%	Met Target
Region III	2006-2007	45	41	91.1%	100.0%	Did Not Meet Target
Region IV	2006-2007	154	121	78.6%	100.0%	Did Not Meet Target
Region V	2006-2007	20	20	100.0%	100.0%	Met Target

Indicator 12 – Part C to Part B Transition

In collaboration with the lead agency for the IDEA Part C Early Intervention Program, the OPI collects data from specific school districts in order to evaluate performance for this indicator. Therefore, performance data reported are for those districts who received a referral for IDEA Part B eligibility determination from the IDEA Part C Early Intervention Program.

The OPI receives child-specific referral data from each Part C provider that includes the name of the LEA receiving the referral and the date of the referral. The OPI contacts each LEA to collect additional data, including the following: date of eligibility meeting, eligibility determination

outcome, date of the initial IEP, and any reasons for delay if the initial IEP was not implemented by the child's third birthday.

The indicator rate, the percent of children found eligible for Part B and who have an IEP developed and implemented by their third birthday, is calculated by dividing the number of children found eligible and have an IEP developed and implemented by their third birthday by the number of children referred by Part C to Part B for eligibility determination.

This is a compliance indicator meaning that the state's performance target will be 100 percent for each year of the State Performance Plan.

The table below presents state performance data for this indicator as reported in the Annual Performance Report submitted February 1, 2008.

Table 12.1 Montana Performance Target Status

School Year	Number of Children Referred By Part C to Part B for Eligibility Determination	Children found Eligible for Part B and Who Have an IEP Developed and Implemented by Their Third Birthday	Percent of Children Referred by Part C Prior to Age 3, Who Are Found Eligible for Part B, and Who Have An IEP Developed and Implemented By Their Third Birthdays	SPP Performance Target	State Performance Status
2006-2007	107	51	61.4%	100.0%	Did Not Meet Target
2007-2008				100.0%	

The following table presents performance data by CSPD Region for this indicator.

Table 12.2 CSPD Region Performance Target Status

CSPD Region	School Year	Number of Children Referred by Part C to Part B for Eligibility Determination (a)	Number of Children Found Not Eligible or Parent Caused Delays in Evaluation (b)	Number of Children found Eligible for Part B and Who Have an IEP Developed and Implemented by Their Third Birthday (c)	Percent of Children Referred by Part C Prior to Age 3, Who are found eligible for Part B and Who Have An IEP Developed and Implemented by Their Third Birthday % = c/(a-b)	SPP Performance Target	Region Performance Status
Region I	2006-2007	17	6	5	45.5%	100.0%	Did Not Meet Target
Region II	2006-2007	28	8	17	85.0%	100.0%	Did Not Meet Target
Region III	2006-2007	46	5	25	61.0%	100.0%	Did Not Meet Target
Region IV	2006-2007	16	5	4	36.4%	100.0%	Did Not Meet Target
Region V	2006-2007	0	0	0	0.0%	100.0%	Met Target

Note: CSPD Region V did not have any referrals from Part C to Part B. Therefore, they have met the state's performance target.

Indicator 13 – Secondary Transition with IEP Goals

The OPI employs a sampling methodology to gather data for this indicator that is aligned with the five-year compliance monitoring cycle. Therefore, district performance for this indicator is only reported for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records for students, ages 16 and older, to ensure their IEPs include coordinated, measurable, annual goals and transition services that will reasonably enable students to meet post-secondary goals.

The secondary transition IEP goals rate is calculated by dividing the number of reviewed IEPs for students, aged 16 and older, that include coordinated, measurable, annual IEP goals and transition services by the total number of reviewed IEPs for students aged 16 and older.

The table below presents the state performance related to this indicator as reported in the Annual Performance Report submitted February 1, 2008. This is a compliance indicator and as such the state's performance target will be 100 percent of IEPs for students, ages 16 and older, will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals for each year of the State Performance Plan.

Table 13. 1 Montana Performance Target Status

School Year	Number of IEPs Reviewed	Number of IEPs with Transition Goals	Percent of IEPs with Transition Goals	SPP Performance Target	State Performance Status
2006-2007	66	42	63.6%	100.0%	Did Not Meet Target
2007-2008				100.0%	

The following table presents the evaluation of CSPD Regional performance related to this indicator.

Table 13. 2 CSPD Region Performance Target Status

CSPD Region	School Year	Number of IEPs Reviewed	Number of IEPs with Transition Goals	Percent of Secondary Transition with IEP Goals	SPP Performance Target	Region Performance Status
Region I	2006-2007	13	10	76.9%	100.0%	Did Not Meet Target
Region II	2006-2007	7	6	85.7%	100.0%	Did Not Meet Target
Region III	2006-2007	16	5	31.3%	100.0%	Did Not Meet Target
Region IV	2006-2007	20	13	65.0%	100.0%	Did Not Meet Target
Region V	2006-2007	10	8	80.0%	100.0%	Did Not Meet Target

Indicator 14 (New Indicator): Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

Montana Post-School Survey Results for the 2005-2006 School Year

Number of Youth with Disabilities Not In Secondary School (a)	Number of Youth with Disabilities Employed And Enrolled (b)	Number of Youth with Disabilities Competitively Employed (c)	Number of Youth with Disabilities Enrolled in Postsecondary School (d)	Percent of Youth with Disabilities Competitively Employed and/or Enrolled % = $[(b+c+d)/a]$	Number of Youth with Disabilities NOT Employed and/or Enrolled (e)	Percent of Youth with Disabilities NOT Employed and/or Enrolled % = (e/a)
1247	159	377	37	46.0%	142	11.4%

Post-school outcome data will be directly reported by school districts through tracking youth who had IEPs and are no longer in secondary school in spring of 2007. Baseline was reported in the State Performance Plan.

Improvement Activities: The OPI is revising its current electronic exiting data collection to include post-school outcomes data and ensure this data requirement is incorporated in the AIM system.

Indicator 15: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible, but in no case later than one year from identification.

The OPI has a comprehensive system of general supervision that includes a review of IDEA Part B applicants' policies and procedures to ensure consistency with IDEA Part B

requirements. It also includes procedures for formal complaints and due process hearings and mediation, an Early Assistance Program (EAP) to resolve issues prior to their becoming formal complaints or going to due process. It provides a compliance monitoring process based on a five-year cycle, and a focused intervention system based on selected performance indicators.

Each component of the general supervision system includes procedures for tracking data to ensure requirements and timelines are addressed in a timely manner. Analysis of data from the 2005-2006 school year shows that all timelines for due process hearings, mediations and formal complaints have been met 100 percent of the time.

Monitoring data for 2006-2007 was analyzed and reported in the Annual Performance Report.

Improvement Activities: The OPI will revise its Focused Intervention activities to better align with State Performance Plan indicators; continue to ensure timelines are addressed; review the status of corrective action plans on a monthly basis; provide follow-up to school districts to ensure they are moving toward completion of corrective action plans; and implement sanctions, as appropriate, to ensure school districts complete required corrective action plans.

Indicator 16: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

Only one complaint was received in 2006-2007. It was resolved through the Early Assistance Program.

Improvement Activities: The OPI will continue to work at reducing the number of complaints by providing timely technical assistance to districts and using part-time seasonal personnel to serve in a technical assistance capacity to resolve conflicts.

Indicator 17: Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

In 2006-2007 there were no fully adjudicated due process hearing requests.

Improvement Activities: The OPI will continue to provide annual training to hearing officers and track timelines for due process hearings to ensure compliance.

Indicator 18 (New Indicator): Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

Districts must convene the 30-day resolution session in a timely manner following the IDEA statute requirements and, if requested, the OPI may provide technical assistance. Baseline data was collected during the 2005-2006 school year and will be reported in the State Performance Plan.

One resolution session was held which resulted in a written agreement.

Improvement Activities: The OPI will continue to respond to any requests from school districts for assistance in establishing procedures for successful resolution sessions.

Indicator 19: Percent of mediations held that resulted in mediation agreements.

Established procedures allow either party to request mediation. For mediation to proceed, both parties must agree to the mediation.

Three mediations resulted in two written agreements

Improvement Activities: The OPI will continue to provide training to school districts, parents and parent advocacy groups about the mediation process and make trained mediators available to schools and parents at no cost when requested.

Indicator 20: State-reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

The OPI has consistently met designated timelines 100 percent of the time over the past five years. Data are reviewed and validation checks performed to ensure accuracy of the submitted data.

Improvement Activities: The OPI will continue to provide technical assistance for data submission and ensure that the AIM system includes all required data elements.